R E P O R T R E S U M E S

ED 012 384 AA 000 136

REPORT ON COMPUTER ASSISTED INSTRUCTION, PROVIDENCE COLLEGE, PROVIDENCE, RHODE ISLAND, OCTOBER 1, 1965--JUNE 30, 1966.

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REPORT NUMBER BR-5-1214 PUB DATE 66
CONTRACT OEC-6-85-093
EDRS PRICE MF-$0.25 HC-$1.68 42P.

DESCRIPTORS- *COMPUTER ASSISTED INSTRUCTION, *INDIVIDUAL INSTRUCTION, *BRANCHING, *COMPUTERS, REMEDIAL PROGRAMS, *INSTRUCTIONAL TECHNOLOGY, PROVIDENCE, COURSEWRITER

PARTICIPANTS IN A PROJECT TO TRAIN VOCATIONAL EDUCATION TEACHERS IN THE USE OF COMPUTER-ASSISTED INSTRUCTION WROTE COURSE SECTIONS AS AN EXERCISE IN THE USE OF THE "COURSEWRITER" LANGUAGE AND THE APPLICATION OF THE BASIC PRINCIPLES OF PSYCHOLOGY THAT HAD BEEN STUDIED DURING A PREVIOUS COURSE IN THE SUMMER OF 1965. UPON COMPLETION OF THE LESSON-WRITING EXERCISE, THE 13 STUDENTS WERE FAMILIARIZED WITH THE OPERATION AND PROCEDURES USED WITH THE 1050 DATA COMMUNICATIONS SYSTEM. EQUIPMENT LIMITATIONS PREVENTED THE STUDENTS FROM USING A SLIDE PROJECTOR OR TAPE RECORDER WITH THEIR PROGRAMS. SOME PARTICIPANTS WERE HANDICAPPED BY INADEQUATE TYPING ABILITY, AND MANY FOUND THEIR LESSON PROJECTS WERE TOO BROAD TO BE COVERED EFFECTIVELY IN THE LIMITED TIME AVAILABLE. SOME OF THE CONCLUSIONS OF THE PROJECT DIRECTOR WERE (1) BRIEF SAMPLE PROGRAMS SHOULD BE WRITTEN BY STUDENT PROGRAMERS TO BECOME ACQUAINTED WITH THE USE OF "COURSEWRITER" LANGUAGE BEFORE ATTEMPTING TO WRITE A USABLE PROGRAM, (2) STUDENTS WHO ARE TO TAKE COMPUTER-ASSISTED COURSES SHOULD HAVE A PREVIEW COURSE IN THE USE OF THE EQUIPMENT, (3) TYPED MESSAGES TO THE STUDENT SHOULD BE KEPT TO A MINIMUM NUMBER OF WORDS, AND (4) FOR STUDENTS WHO ARE NOT ABLE TO TYPE, THE RESPONSES REQUIRED SHOULD BE LIMITED TO A SINGLE CHARACTER OR WORD. (AL)

Final Report
Project No. 5-1214

COMPUTER ASSISTED INSTRUCTION

PROVIDENCE COLLEGE

U. S. OFFICE OF EDUCATION

CONTRACT

OE 6 - 85 - 093

CONTRACT NUMBER: OE 6-85-093

PROJECT TITLE: COMPUTER ASSISTED INSTRUCTION

DIRECTOR: G. C. McGREGOR, O.P.

INSTRUCTOR:

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PARTICIPANTS:

Vocational Education 13

REPORT

ON

COMPUTER ASSISTED INSTRUCTION

PROVIDENCE COLLEGE

PROVIDENCE, RHODE ISLAND,

October 1, 1965 -- June 30, 1966

SUBMITTED BY:

Coordinating Committee
Robert R. Reynolds, Chairman
Amato Nocera
Edward P. Sherlock

COMPUTER ASSISTED INSTRUCTION

SUMMARY

The teacher who utilizes Computer Assisted Instruction is able to write his course in a manner that enables him to reach his students on an individual basis. He is able to guide each student along the path that would seem to provide the most meaningful learning experience. The student would cover only that course material that the teacher felt would best meet his needs.

Because the application of the computer to the learning situation is a relatively recent development, there exists a real need for further experimentation and research. Therefore, Computer Assisted Instruction is not present as a single solution to a problem, but rather as a significant tool to be utilized in expanding the dimensions of the educational process. It is to this end that the project in Computer Assisted Instruction has been instituted at Providence College.

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STATEMENT OF PURPOSE

The purpose of the project from October 1, 1965 to June 30, 1966 was to have the participants write course sections that would utilize the Coursewriter Language and the basic principles of psychology that had been acquired during the summer of 1965. When this had been completed, to give the participants an opportunity to enter their course material by using the 1050 Data Communications System.

GENERAL OBJECTIVES

1. To familiarize participants with the role of the author in Computer Assisted Instruction.
2. To familiarize participants with the role of the proctor in Computer Assisted Instruction.
3. To give participants experience in writing course material in the Computer Assisted Instruction mode.
4. To familiarize participants with the operation of the 1050 Data Communications System.

SPECIFIC OBJECTIVES

Each participant was asked to select a course section as his specific objective for the project. The goal was to write a unit or semester of work for the course selected. The following list indicates the course area selected by each participant as his specific objective:

STUDENT	COURSE SECTION
Robert G. Brooks	Business Law Vocabulary
Joseph DeFusco	Survey in General Insurance
Joseph A. Depasquale	Introduction to Transistors
Edward A. DeSanto	Basic Electric Arc Welding
George J. Grant	Special Factors in Math
Chace E. Loomis, Jr.	Automobile Insurance
Arthur Montanaro	Filing
Amato Nocera	General Mathematics
Robert R. Reynolds	Introduction to Data Processing
Edward P. Sherlock	Basic Electron Theory
Allen F. Swann	Basic Data Processing
Raymond Szeflinski	Postal Services
Frank R. Walker, III	English Grammar

DESCRIPTION OF PROJECT

The class sessions were held on Wednesday afternoons from 4 to 6 PM at Providence College, Providence, Rhode Island. Mr. Paul Bartolomeo, an Instructor of Computer Science at Providence College, served as our instructor and coordinator under the Project Director, Rev. George C. McGregor, O.P. The formal classes were divided into two one-hour sessions. The first hour was used for class discussion of problems arising during the writing of our individual course sections. Each member of the program was present for these discussion periods. On alternate weeks, this hour was used for formal instruction in the use of the Coursewriter Language. The second hour was used for class work on individual courses. However, this does not include the many hours of work that had to be done by the group outside of the allocated class hours. When our equipment arrived, "hands-on" experience was gained with the 1050 Data Communications System.

The formal class sessions concentrated on the use of the Coursewriter Language, with special emphasis on the use of functions and counter operations. Students were familiarized with the operation and procedures used with the 1050 Data Communications System. Our original terminal equipment consisted of two 1050 terminals without special modifications. Therefore, we did not gain any experience with the slide projector and tape recorder features of our current terminal. Since the new unit became available, the participants have been requested to make provisions in their programs to include the use of slides and tape messages at a future date.

STUDENT SELECTION

The thirteen students in this class represent the remaining members of the initial class of twenty vocational education teachers authorized under the terms of U. S. Office of Education contract OE - 5 - 85 - 105 in Computer Assisted Instruction.

PROJECT PARTICIPANTS

Robert G. Brooks	Cranston High School	Cranston, R. I.
Joseph DeFusco	Pilgrim High School	Warwick, R. I.
Joseph A. Depasquale	Vocational Tech. School of Rhode Island	Providence, R. I.
Edward A. DeSanto	Vocational Tech. School of Rhode Island	Providence, R. I.
George J. Grant	Pawtucket Vocational High School	Pawtucket, R. I.
Chace E. Loomis, Jr.	Barrington High School	Barrington, R. I.
Arthur Montanaro	Coventry High School	Coventry, R. I.
Amato Nocera	Warren High School	Warren, R. I.
Robert R. Reynolds	Tolman High School	Pawtucket, R. I.
Edward P. Sherlock	Pawtucket Vocational High School	Pawtucket, R. I.
Allen F. Swann	Pilgrim High School	Warwick, R. I.
Raymond Szeflinski	Coventry High School	Coventry, R. I.
Frank R. Walker, III	Vocational Tech. School of Rhode Island	Providence, R. I.

SCHOOLS REPRESENTED

HIGH SCHOOLS	STUDENTS
Barrington High School	1
Coventry High School	2
Cranston High School	1
Pilgrim High School	2
Tolman High School	1
Warren High School	1

VOCATIONAL SCHOOLS	
Pawtucket Vocational High School	2
Vocational Tech. School of Rhode Island	3

COMMUNITIES REPRESENTED

Barrington	1
Coventry	2
Cranston	1
Pawtucket	3
Providence	3
Warren	1
Warwick	2

BASIC COMPUTER ASSISTED INSTRUCTION SYSTEM

1. Software: Basic IBM Coursewriter Programming Language

2. Hardware:

QUANTITY	ITEM
1	1401 Central Processing Unit
1	1402 Card Reader-Punch
1	1403 Line Printer
1	1409 Model 2
2	1311 Disk Storage Drive
2	1026 Transmission Control Unit
2*	1050 Data Communications System

*One 1050 Data Communications System has been modified to utilize a slide projector and a tape recorder. This unit serves as the master terminal.

PROJECT EVALUATION

We feel that the general objectives as described herein have been achieved.

1. Each participant acted in the role of the author.
2. Each participant acted in the role of the proctor.
3. Each participant has written a course sector utilizing the Coursewriter Language and basic psychological principles.
4. Each participant has had an opportunity to use the 1050 Data Communications System to enter a portion of his course material.

We do not feel that the specific objectives as described herein have been completely realized. Most of the participants recognize that their specific objective was too broad to be covered effectively in the limited time that was available. As we became involved in the actual use of the Coursewriter Language, we found that many hours of revision and rewriting were necessary to produce even a small amount of usable course material.

The use of Coursewriter was not the only difficulty we had underestimated. In the use of the IBM 1401 Computer as the basic unit, the number of terminals available is very limited. With thirteen participants attempting to use the two 1050 terminals available, the amount of material entered was dependent upon the ability of the author to type. Since typing ability was not one of the factors taken into consideration in the selection of the participants, many could not have entered as much material as they did without the help of those in the

group who were able to type.

We did, however, learn to appreciate the care necessary to produce a good Computer Assisted Instruction program. Our first attempts appeared to be too rigid or too mechanical. The programs utilized the straight line approach and not the broader branching technique. The straight line approach may well serve the needs of programmed instruction in the conventional sense, but it does not begin to utilize the potential available in the Computer Assisted Instruction mode.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS:

1. Computer Assisted Instruction offers an entirely new approach to individual instruction.

2. Although computer costs at present are too high for the local school system to consider, the advent of central computer centers will reduce the individual cost and make Computer Assisted Instruction available to those systems at a reasonable cost.

3. The terminal equipment should prove to be a motivating factor in itself, especially to the slow-learner and to the gifted child.

4. Computer Assisted Instruction is especially suited to remedial work due to the ability of the author to utilize the branching features and still being able to return the student to the main body of the course.

5. With modified terminals, Computer Assisted Instruction offers the teacher a broad range of stimuli to reinforce the learning situation. He may use sight, hearing, and touch.

6. The learning experience will be more meaningful to the student in that he is an active participant at all times.

7. The preparation of meaningful course material is much more difficult than may be first realized.

8. A "feeling" for writing in the Computer Assisted Instruction mode must be developed in the author before he can write a usable program.

9. Alternate methods of input must be developed to enter course material.

10. An exchange of information on Computer Assisted Instruction should be instituted as soon as possible.

RECOMMENDATIONS:

1. When a limited number of terminals are available, a better method of input must be utilized. The 1050 is not efficient if the author does not have the ability to type. A punched card program or an optical character reader would be a much better approach.

2. The EOT signal, Alternate Coding and the "6" key, is much too close to the EOB signal, Alternate Coding and the "5" key. As a result of this peculiar relationship, the accidental use of the EOT signal can de-activate the entire terminal set-up. We feel that the EOT signal should be disconnected when the terminals are in the same general area as the central processing unit. In the event the terminals are remote, a new key should be designated for the EOB signal.

3. Brief sample programs should be written to improve techniques of writing course sectors in the Computer Assisted Instruction mode. We do not feel that formal instruction in Coursewriter is sufficient to develop the "feeling" that is necessary in a good program. This sample writing should take place before an attempt is made to develop usable programs.

4. A special type ball is necessary if courses utilizing the mathematical symbols are to be written.

5. The student who is to take courses written in Computer Assisted Instruction should have a preview course in the use of the 1050 terminal and the manner employed in making a response.

6. Unless a student has the ability to type, responses should be limited to one character, letter or word. Functions should be incorporated into the program to take care of capital letters, spacing and spelling errors.

7. Typed messages should be kept to a minimum number of words. The student can become bored if the messages are too long. There is also some question as to the adverse effect that might take place upon the student's reading level due to the relative slowness of the 1050 print-out. More use of the slide projector and tape recorder features should be made.

8. A bulletin incorporating the problems experienced with the equipment or with techniques of programming course material and the solutions to these problems from all projects in Computer Assisted Instruction would be extremely helpful.

GUIDELINES FOR FUTURE PROJECTS

1. More time should be devoted to the techniques of writing course material in the CAI mode, before usable programs are attempted.

2. Courses should be conducted so that it would be unnecessary for all participants to be present at each class session. One class session a month should be devoted to formal instruction or class discussion. Attendance at this session would be mandatory for all participants. The remaining sessions should be devoted to the entering of program material, or testing previously entered material with controlled student groups. If proper scheduling of computer time can be arranged, work can be prepared at the author's convenience and entered at a regularly scheduled time each week. Technical personnel should be available whenever course material is being entered. This would eliminate the need for all participants to be present at one time, yet providing a two-hour period each week for each member.

3. A formal correspondence with other projects in CAI should be instituted immediately.

4. A provision should be made so that the project may be expanded to include more participants. These new participants should begin with an introduction to Coursewriter and basic psychology. They should not be integrated with current participants. This would provide a broader base of potential users of CAI. Current participants could serve as consultants as the program progresses.

5. Demonstrations should be arranged for local school system administrators as soon as course material is completed to acquaint them with Computer Assisted Instruction.

ACKNOWLEDGEMENT

We would like to acknowledge in this report the excellent co-operation and assistance that we received from the officials at the University of Texas. Their willingness to share their experience in Computer Assisted Instruction helped us to overcome many of the problems we had experienced. Their accomplishments and enthusiasm have served to deepen our own dedication to Computer Assisted Instruction. We feel that if all projects in this area were to institute such an exchange of information, greater strides would be made in transferring Computer Assisted Instruction from the realm of theory to the world of reality.

APPENDIX

Sample course sections completed during the October to June phase of the project in Computer Assisted Instruction.

type swan
swan
ckuzqzl
1 qu now that you have completed the reading assignment, let's see if you
2 can answer a few questions. An IBM card is made up of horizontal
3 and vertical . Type in an answer for each of
4 blanks, and be sure to type an EOB for each response you make.
5
6 ca rows columns
7 cb horizontal rows vertical columns
8 cb rows and columns
9 ty you have answered correctly.
10 wa columns rows
11 wb horizontal columns vertical rows
12 un you have not answered correctly--either because you have confused the terms or because
13 you were not careful in typing in your answers. You should have responded rows and
14 columns. A good way to remember rows as horizontal divisions of an IBM card is
15 to think of the rows of seats in a theatre as being placed from one side of the
16 theatre to the other. Columns can be remembered as vertical divisions of an IBM card
17 by thinking of the vertical supports in buildings which are its columns.
2 2 q 2 u 4 c
18 qu You will recall that a normal IBM card has 80 vertical columns and 12
19 horizontal rows into which punches can be made. A single piece of information
20 may require more than one punch in a column, but each column can contain no more
21 than one piece of .....
22 ca information
23 cb data
24 ty correct
25 un the answer to this question is either the word "information," or the word
26 "data." Type in either of these words and we can then proceed to the next
27 question.
ckuzq23
1 rd Punching locations on a card are divided into two areas called zone and
2 digit punching areas. The zone punching area includes the 12 row, the
3 11 row, and the 0 row. The digit punching area also includes the 0 row
4 as well as the numbered rows, 1 through 9. If you will refer to the
5 sample card which was given to you, you will find illustrations of punches
6 with which you will become familiar. Study this card carefully and type the

```
      7        word "ready" when you wish to continue.
      8     qu The card you have studied is an IBM 5081 card.  If you hold it with the print
      9        facing you, the top edge of the card would be called the ..... edge.
     10     ca 12
     11     cb twelve
     12     ty correct
     13     wa top
     14     un Your answer is not correct.  You should have said "12".  Type in either the word or figures
     15        for this answer.
c4u2q24
      1     qu In card column 1 of the sample card there is a hole in the zone punching area.  This
      2        punch is in the ..... row of the card.
      3     ca 12
      4     cb twelve
      5     ty correct
      6     un Once again you should have answered "12."  Remember, the top row of the card is the
      7        12-row followed by the 11-row, and then the 0- through 9-rows.
      8     br c4u2q25
c4u2q25
      1     qu In card column 5 of the sample card there is a single punch in the 11-row.
      2        This, also, is a punch in the zone punching area, and is identified by different labels
      3        depending on what use is being made of the punch.  It is known as an 11-punch, but is
      4        known as an ....  or  .....  punch.
      5     ca x skip
      6     cb skip x
type finis
plea
      1     qu

type finished
type control word
sign off
you have been signed off.
```

sign on
type course name
weld
type your number
a0006
your name is DeSanto
type control word
type weld1
weld1

1 rd Welding electrode identification

2 The American Welding Society and the American Society for Testing Materials have established

3 certain standards for welding electrodes. This was done to ensure some degree of uniformity.

4 We may expect then, that welding rods which fall in the same classification, although

5 manufactured by diffent companies, will have the same welding characteristics.

6 All classifications consist of the letter "E" followed by four or five digits,

7 i.e. E-6010, or E-12018. The prefix "E" designates the electrode for electric

8 are welding. The first two digits of a classification such as E-6010, and the first three digits of a

9 classification such as E-12018, designates the minimum tensils strength of the weld metal deposited,

10 in thousands of pounds per square inch. Before we go any futher let us check on a few abbreviations that

11 we will have occasion to use. Perhaps you can tell me what A.W.S., A.S.T.M. and p.s.i. curtail.

12 At this time please depress atln code and 5.

weld2

1 qu Of course, A.W.S. is the abbreviation for American Welding Society and A.S.T.M. curtails

2 American Society for Testing Materials. Pounds per square inch is abbreivated p.s.i. If we

3 have occasion to refer to any of the above later on in this course we will do so in the

4 abbreviated form.

5

6 The prefix "E" in the A.W.S. classification E-7011, designated electric arc welding, True or False?

7 ca true
8 cb True
9 cb Yes
10 cb yes
11 ty Good, but then again you had a fifty--fifty chance.

12 wa false
13 wb False
14 wb No
15 wb no
16 ty The answer is true, please answer true

17 un Please answer true or false.

18 un the answer is true. Please answer true.

weld3

1 qu What is the tensile strength of a electrode classified E-7011?

2 a 7011 p.s.i.

617294

b 7000 p.s.i.

c 70,000 p.s.i.

ca c
cb 70,000 p.s.i.
ty Very good, you remembered that the first two digits represent the tensile strength in thousands of pounds per square inch, but don't forget that in a classification of five digits, such as E-12018, it's the first three digits that represent tensile strength. Thus E-12018 would have a tensile strength of 120,000 p.s.i.

wa a
wb b
wb 7011 p.s.i.
wb 7000 p.s.i.
ty Sorry, please try again.

un please answer a, b, or c.

un the answer is c, please answer c.

weld4
rd The third digit in the symbol E-6020, in this case a 2, indicates the recomended welding position. In the symbol E-12018 , it would, of course, be the forth digit. The numbers 1, 2, and 3 are the only ones used to indicate welding position.

Number 1 electrode may be used in all positions.
Number 2 electrode may be used in flat and horizontal position.
Number 3 restricts use of electrode to flat position only.

type finished
type control word

```
lawvoc
type your number
a0005
your name is                    brooks
type control word
type broo
broo
    1       qu      In the field of knowledge it has been the aim of Business Law to give
    2           you a knowledge of your rights and obligations in ordinary every day business
    3           transactions;give you a knowledge of your rights and obligations as a citizen
    4           in a democratic society; to teach you the nature and structure of our government
    5           and its relation to the legal institutions which it creates and maintains;
    6           and to give you a knowledge of the origin and development of law.
    7                You have completed the first unit of your text--the fundamental
    8           principles of making a contract.  You are now going to be tested on the
    9           terminology--that is vocabulary words and meanings associated with making
   10           contracts.
   11           You will be given a definition and four answers.  Each correct answer is worth
   12           4 points for a total of 100 points.
   13                You are to type in solid capitals the letter corresponding to the best
   14           possible answer.  Your studying of these unfamiliar and sometimes difficult
   15           terms will now pay off.  GOOD LUCK!  Remember type in only the letter.  You
   16           will be told whether or not you are correct or incorrect.  You will not be
   17           able to go back.  YOU ARE LEAVING BEGIN.
   18       br t1 q1
t1 q1
    1       qu A promise or agreement which is related to a business transaction.
    2           A.  agreement
    3           B.  contract
    4           C.  quasi contract
    5           D.  mutual assent
    6       ad -c2//c2
    7       ca B
    8       ty correct
    9       ad +4//c2
   10       cb B.
   11       ty correct.  From now on in this course do not use a period after the letter.
   12       ad +4//c2
   13       wa A
   14       ty incorrect.  An agreement refers to a mutual understanding.
   15       wa C
```

```
wa C
ty incorrect.  A quasi contract is one created by law to protect innocent parties.
wa D
ty incorrect.  Mutual assent refers to the meeting of the minds of the parties.
br t1 q2
t1 q2
qu A body of laws based on custom and precedent is referred to as

        A  statute law
        B  constitutional law
        C  administrative law
        D  common law
ca D
ty very good
ad 4//c2
wa A
ty incorrect
wa B
ty incorrect
wa C
ty incorrect
br t1 q3
t1 q3
qu Laws passed by legislative bodies, such as your state legislature

   are known as

        A  statute laws
        B  common laws
        C  constitutional laws
        D  administrative laws
ca A
ty correct.  also involved is the federal congress and local governmental

   bodies
ad 4//c2
wa B
ty incorrect.  common law is law based on custom and precedent.  many times it is

   referred to as case law because much of the common law is found in the

   form of decisions of federal and state courts
wa C
ty incorrect.  you are confusing the laws determined by legislative

   bodies with the laws contained in our federal and state constitutions
wa D
ty incorrect.  legislative bodies have enacted administrative laws

   to carry on governmental functions.  under these statutes,

   agencies such as the interstate commerce commission have been

   established.  these agencies have the right to make rules and

   regulations which have the force of law.
br t1 q4
t1 q4
qu An element of a contract which refers to refraining from doing

   something you have a legal right to do, or doing something you

   legally do not have to do.
        A  written form
        B  genuineness of assent
        C  consideration
        D  competent parties
```

ca C
ty good. I see you can distinguish between the various elements of
a contract.
ad 4//c2
wa A
ty no--this refers to those contracts required by law to be in
writing.
wa B
ty sorry--you are not correct--genuineness of assent involves the
questions of fraud, undue influence, and duress.
wa D
ty not possible--competent parties are those persons capable of
entering into contractual obligations.
br t1 q5

t1 q5
qu The party to whom an offer is made is known as the
A offeror
B offeree
C promisee
D promisor
ca B
ty correct, another 4 points is being added to your score.
ad 4//c2
wa A
ty no--this would be the party who makes the offer.
wa C
ty incorrect--the promisee is the person to whom the promise is made to.
wa D
ty sorry--the promisor is one who makes a promise. in fact that which the
promisor receives for his promise is known as the consideration.
br t1 q6

t1 q6
qu The act of agreeing by means other than words or written communication, usually
actions refers to
A acceptance
B acceptance by correspondence
C silence
D implied acceptance

type finished
type control word
sign off
you have been signed off.

sign on
on proctor
control word

request

line number

finished
control word
exit
have been signed off.
on
name
your number
8
Loomis
word
ains

word
AINS

word
Loom

word
Loom

rd This is a short introductory course in Automobile Insurance
2 designed to give the student an understanding of the six basic
3 types of auto insurance he will encounter when and if he or she
4 becomes a driver or owner of an automobile.
5 Please type the letter Z so that we may go on with the
6 course at hand.
7 ou As we read history, we should be impressed by the great
8 loss of life in wars. However in the past fifteen years more
9 people have been killed in automobile accidents than all wars
0 put together starting with the Revolutionary War and ending
1 with the Korean Conflict.
2 Today being an average day, 100 people will be killed on

our highways. Also, if this is an average day, more than $1,000,000 will be paid out by insurance companies each working hour as a result of automobile accidents.

Now that you have read some of the statistics, do you understand why the almost compulsory need for the different types of automobile insurance available to us today. Please answer by typing yes or no.

ca yes
ty Good, now let's go on and learn something about the different types of insurance available to us as drivers and or owners of automobiles.

wa no
ty In that case let's go back to the opening paragraph and read it over again and try to digest the correlation between auto accidents and insurance monies paid out during a single day.

Now that you have re-read the information and understand the information, please answer correctly.

br foss 2

foss 2
qu The first type of auto insurance we will take up is "Bodily Injury Insurance". The driver and owner of the auto are protected from claims resulting from personal injuries to others caused by the car. Minimum amounts available in this type of insurance are $5,000 for one person and $10,000 total for the accident. Let's assume you as the driver of a car are involved in an auto accident that injures the driver of the other auto to the extent of $3,000. Would bodily injury insurance cover this type of accident. Answer yes or no.

ca yes
ty very good

wa no
ty This is incorrect. Remember this person is covered by the minimum $5,000, $10,000 policy and therefore is covered for the full amount under this policy. Please try again for the correct answer.

qu How much could this man collect from the insurance company

providing he wor his claim to damages?

ca $3;000
cb three thousand dollars
ty very good. You seem to understand quite well so far.

wa $2,000
wb two thousand dollars
ty sorry, incorrect. Remember the insurance company will pay any amount up to the $5,000 minimum coverage for one person. Please try again.

un sorry, incorrect. Remember the insurance company will pay any amount up to the$5,000 minimum coverage for one person. Please try again at the correct answer.

un Again, incorrect. The correct answer is $3,000.

br foss 3

foss 3

The second type of auto insurance we will take up is "Property Damage Insurance". This type provides protection against claims that result from the damage done by one's automobile to the property of others. In most cases this property would consist of the other person's auto, however this does not necessarily have to be. Property may consist of a house, telephone pole etc., Minimum amounts of coverage in this type is $5,000 and this is usuaiiy sufficient.

Thinking back to the previous problem where the driver of the other car was injured to the extent of $3,000 and was covered by bodily injury insurance, what type of insurance do you think would cover the cost of repairing his automobile?

ca Property Damage
cb Property Damage Insurance
ty Very good

wa Bodily Injury
wb Bodily Injury Insurance
ty Wrong. Try one more time.

un Sorry about that. Remember we have only covered two types; bodily injury and property damage insurance.

un Sorry, wrong again, the correct answer is Property Damage Insurance. Please type this response out.

br foss 4

foss 4

qu Let's now take up the third type of insurance we should be concerned with, "Comprehensive Insurance." This type of insurance protects the owners automobile against losses such as fire, theft, vandalism, etc. One should remember however that it does not cover losses due to collision or upset. This type of coverage [for collision or upset to one's own vehicle] is called "Collision Insurance." And we can class this as our fourth type of insurance.

Both of these types of insurance carry so called "deductible clauses", however these clauses will be taken up in another lesson.

From the above information you should be able to answer a couple of questions. First of all let's assume some vandal borrowed some hub caps from your auto one night. Which one of the four types of insurance we have covered so far would be appropriate here?

ca comprehensive insurance
cb comprehensive
ty Good. Now let's go on and see how well you do on this next question.

wa property damage insurance
wb property damage
ty sorry, wrong answer. Please try again
un Sorry, wrong answer. Please make another attempt.
un No, that is not correct either; the right answer is comprehensive insurance. Please type the right answer.
br foss 5

foss 5

qu The last two types of coverage we will take up in this lesson are "Medical Payments Insurance" and "Uninsured Motorists Insurance" Medical payments coverage covers the actual costs of medical or hospital bills that a person may incur due to your driving negligence in an accident in case another driver is at fault and he carries no insurance or can post no bond. It should be remembered however that medical payments insurance covers only yourself and the persons riding in your car at the time of the accident.

Now that we have covered the six basic types of automobile insurance you should be able to answer a few questions on the

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12          subject matter.  Please type the letter Q so that we may proceed.
13      ca Q
14      ty Good, now let's go on.
15      qu Which type of coverage is available to you if you were in an
16         accident and some person in your car is hospitalized to the extent
17         of $400.
18      ca Medical Payments Insurance
19      cb Medical Payments
20      ty Correct.  Very good.
21      un Sorry about that.  Let's make one further attempt at the correct
22         answer.
23      un Sorry, wrong again.  The correct answer is Medical Payments Insurance.
24         Please type the correct answer as given.
25      br foss 6
foss 6
 1      qu Let's see if you can name the six types of insurance in the
 2         same order as given in this lesson.
 3      ca Bodily Injury, Property Damage, Comprehensive, Collision,
 4         Medical Payments, Uninsured Motorist.
 5      ty Excellent work.
 6      un Sorry about that.  Either you have them arranged in the wrong order
 7         or you have mispelled one of the terms and/or you did not have the correct
 8         insurance type on one or more of them.  Why not go back to the
 9         previous statements, re-read them and make one more attempt at the
10         correct answer.
11      un Missed again.  The correct answer in chronological order is;
12         Bodily Injury, Property Damage, Comprehensive, Collision, Medical
13         Payments, Uninsured Motorists.  Please type this answer in, exactly
14         as it appears here.
15      br foss 7
foss 7
 1      qu    Earlier in this program we mentioned the phrase "Deductible
 2         Clause".  Let's now proceed to a little lesson on just how this
 3         "Deductible Clause" works.
 4            Let's assume we own a 1966 Ford Mustang Automobile.  We have
 5         decided to take out insurance of the six types already mentioned.
 6         [Remember?  Bodily Injury; Property Damage ; Medical Payments;
```

Comprehensive; Collision; and Uninsured Motorists]. We then decide on a $50.00 deductible clause on Collision and a $100.00 deductible clause on comprehensive. In simple language this means that when car is upset or in a collision, we pay the first $50.00 and the insurance company pays for the rest of the damage.

Let's now see how this works by asking you a question or two on the deductible clause portion of this lesson. Please type the letter A so we may question you.

ca A
ty Good, now let's go on.

qu Let's assume you are in an accident and your car is damaged to the extent of $200.00. Now, please give an answer as to how much your insurance company will pay on your automobile. Please be careful and think before you answer.

ca $150.00
cb one hundred and fifty dollars
ty Excellent. Don't forget to keep this in mind when and if you decide to take out "Collision" coverage on your automobile.

wa $100.00
wb $200.00
wb $50.00
ty Sorry, try again. Remember whatever the amount of the deductible clause [in this case $50.00] you pay this amount and the insurance company covers the rest.

un Sorry. This is incorrect. Remember whatever the amount of the deductible clause [in this case $50.00] you pay this amount and the insurance company covers the rest. Try again for the correct answer please.

un Wrong again. The correct answer is $150.00. I suggest you go back and review your basic readings on collision insurance and refer to your text for more information to better enable you to comprehend this phase of the program. Please type $150.00 so that we may go on.

br foss 8

foss 8

qu Now let's take a look at this deductible clause as it pertains

to comprehensive coverage.

Let's take the case of a person leaving his camera in his locked car while he goes to the store. He values this camera at $300.00 and his comprehensive coverage holds a $100.00 deductible clause. Let's also assume that a thief breaks the window of the car and steals the camera. Total damages come to $350.00; $300.00 for the camera and $50.00 for the broken window.

Your question is how much would the insurance company reimburse this person for? [Please keep in mind that I specifically stated the automobile was locked.]

ca $250.00
cb Two Hundred and Fifty Dollars.
ty Very good. You seem to have mastered this part of the program.

wa $200.00
wb $150.00
wb $100.00
ty Sorry, incorrect. Think for just a minute and try again.

Remember the insured pays the first $100.00.

un Sorry, wrong again. Remember the insured pays the first $100.00.

Please try again.

un Wrong. The correct answer is $250.00. Please type this on your terminal.

br foss 9

foss 9

rd We have tried to give you a short course in automobile insurance covering the basic types of insurance available to you as a driver and/or owner of todays "speed smashers". Please don't think this is complete by any stretch of the immagination. For more information on this unit you should check with literature in this particular field and also check with your insurance company. Anything you are not sure of please contact your agent or the agent that represents your particular company. PLEASE REMEMBER TO DRIVE CAREFULLY BECAUSE THE LIFE YOU SAVE MAY BE THAT OF YOUR FAVORITE CAI AUTHOR AND INSTRUCTOR, THAT LITTLE OLD PROGRAM MAKER, ME!!!!

type finished
type control word

sign on
type course name
filing
type your number
a0009
your name is Montanaro
type control word
insert after-
please repeat
type instruc1
instruc1

```
      1      rd     Filing is one of the most neglected office routines, yet-
      2           it is one of the most important.  Many times new people hired
      3           in an office are given filing to do as a first assignment because
      4           of the erroneous impression that anyone can file.  Later when
      5           important papers cannot be found because of being misfiled, the
      6           need for correct filing becomes apparent.  From this program
      7           designed to teach you the rules for correct filing, you will
      8           see that there is more to filing than "b follows a" , "b follows
      9           c", etc.
     10                 In this program you will be asked to answer questions.
     11           When you read a question, answer as directed.  IMPORTANT!  Use
     12           only small letters [no capitals] when typing your answer.
     13           follow your answer by holding down the "altn coding key"
     14           and striking the number "5" key.  This will indicate to the
     15           machine that you have completed your answer.  Do you understand
     16           this instruction?  Answer "yes" if you do and follow it according
     17           to the instruction above.  If your answer is no, do not answer
     18           "no", signal your instructor that you would like further
     19           explanation or demonstration.
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instruc2

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      1      rd     Filing is storing away business papers in some orderly
      2           manner in order that they may be found easily and quickly
      3           when they are needed.  If a uniform method is used by everyone
      4           to store the papers away, then anyone who knows the method can
      5           locate them quickly.  This is why it is important to know the
      6           basic and uniform rules of filing.
      7           The most common method used to file is to file incoming
```

papers by the name of the company or person sending in the papers and outgoing papers by the name of the company or person that the paper is addressed to. If the paper is to or from a person within a company, the company name is used as a basis for the filing. This whole system is called alphabetic name filing--because you are filing alphabetically by name.

Other types of filing system are sometimes used instead of the one described above. Let's see if you can at least name them from common sense. Are you ready? If you are, depress the "altn coding" key and "5" as you were previously directed above. If not, direct the attention of your instructor to your problem.

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instruc3
qu      Sometimes a company wishes to file all their customers
        by the area of the country in which the customer is located.
        This is done so that all customers in each section of the
        country are grouped together and can be handled as territories
        by a branch office or a specific salesman, etc.  What would
        this filing system be called?  [answer by typing the numeral
        next to correct answer and then altn cod key and 5]
          1 alphabetic name file
          2 numeric file
          3 geographic file
          4 chronological file
ca 3
ty Very good--You're thinking.
ca 3.
ty Your answer is right, but you followed it with a period which
        is not what you were asked to do.  Answer by numeral only in future responses.
ca three
cb Three
cb THREE
ty The answer you selected is correct; however, you typed the answer
        out in a word form.  Use numeral only in future responses.
wa 1
ty Wrong.  Alphabetic name file is filing names strictly in alphabetical
```

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24          order without regard to location--try again.
25      wa I.
26      wb one
27      wb One
28      wb ONE
29      ty Wrong.  Your answer is wrong for two reasons: First, alphabetic
30          name file refers to filing names strictly in alphabetical
31          order without regard to location; Second, your response is not
32          in the form asked for.  Try again.
33      wa 2
34      ty Wrong.  Numeric refers to number.  You should be thinking
35          of something which refers to location/
36      wa Two
37      wb two
38      wb TWO
39      wb 2.
40      ty Wrong.  Your answer is wrong for two reasons: First, numeric refers to number
41          and you should be thinking of something which refers to locations, Second,
42          your response is not in the form asked for.  Try again.
43      wa 4
44      ty Chronological refers to date.  You should be thinking of something
45          which refers to location.  Try again.
46      wa 4.
47      wb four
48      wb four
49      wb FOUR
50      ty Wrong.  Your answer is wrong for two reasons: First, Chronological
51          refers to date and you should be thinking of something which
52          refers to locations; Second, your response is not in the correct form.  Try again.
53      un You are not respondIng in the correct form--Try again.
54      un This is the second time you responded in an incorrect form--Try again.
55      un This is the third time you have responded in an incorrect form.
56          send for your Instructor.
Instruc4
1       qu      Some companies prefer to file certain papers in numerical
2           order rather than by name.  Papers such as invoices, orders,
3           requisitions, etc.  are sometimes filed in this manner.  What do you
4           suppose this system is called?
5               1 alphabetic name file
6               2 numeric file
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 7          3 geographic file

 8          4 chronological file

 9       ca 2
10       ty Very good--you're on the beam.

11       ca 2.
12       cb Two
13       cb TWO
14       cb two
15       ty Your answer selection is right, but you did not follow the correct

16          form.  Be careful to answer in the correct form.

17       wa 1

18       ty Wrong.  Alphabetic name file is filing alphabetically by name with
```